

Designing a Battalion Leadership Development Program

Lieutenant Colonel Donald M. Craig, US Army

Identifying and developing the future leaders of America's Army are [commanders'] most important functions. . . . They will be faced with a constant tug-of-war between near-term readiness and leader development. . . . Faced with this tension, they must err on the side of leader development and carve out the time to talk with young leaders. . . . The greatest legacy we have is how well we've trained our subordinates. . . . How well [we] have done can generally be measured by the next generation of leaders and the performance of their soldiers.¹

—Army Chief of Staff General Dennis J. Reimer

BATTALION COMMANDERS have an inherent responsibility to develop subordinate leaders. This responsibility is important to the unit's warfighting abilities, as well as long-term individual developmental aspects. Army warfighting doctrine recognizes leadership as an essential element of combat power.² Each commander's responsibility to deliver maximum combat power to the battlefield is a compelling reason to improve the leadership abilities of all leaders within their battalions. The Army must develop effective leaders. Even if commanders do nothing to consciously shape subordinate leaders' growth, the operational environment provides the experience for leaders to learn and adequately perform their duties. However, commanders cannot leave leadership development to chance nor individual motivation. Rather, they should deliberately plan and execute leadership development just as they plan and execute tactical and technical training or equipment maintenance.

Several key questions come to mind:

- How do commanders consciously develop leaders in their units?
- What programs should they create to improve leadership?
- Although the 1999 US Army Field Manual (FM) 22-100, *Army Leadership*, clearly describes

leader values, attributes, skills and actions, how do commanders develop those leadership qualities in their junior leaders?

This article describes a leadership development model (LDM) and explains how individual leaders can use the model to consciously guide their personal leadership growth and how supervisors can use it as a basis to shape their subordinates' leadership. I also describe how battalion commanders can use the model's components to craft a comprehensive unit leadership development program (LDP).

The LDM is a derivative of the best officer and noncommissioned officer (NCO) development programs from various units across the Army.³ The model is a product of the synthesis of various units' developmental programs, the Army's leader development framework (LDF) and several adult learning theories.⁴

Strategic LDF

The Army's strategic LDF illustrated in Figure 1 consists of three pillars:

- *Institutional training and education.* Provide leaders with "the opportunity to acquire skills, knowledge and behaviors needed to perform duty position requirements."⁵ During institutional training, leaders learn leadership theory and doctrine. They also acquire information, learn and use the learned knowledge through role playing, case studies, practical exercises and computer simulations.

- *Operational assignments.* Are key to developing leadership abilities by placing "leaders in positions to apply the skills, knowledge and behaviors acquired" during institutional education and training.⁶ Operational assignments refine "a leader's skills, broaden his knowledge and shape his behavior and attitudes."⁷ Additionally, operational assignments provide opportunities to master skills and demonstrate values and attributes essential to effective leaders of character and competence. Based on their performance during operational assignments,



Figure 1. Strategic Leader Development Framework.

promising leaders are selected for progressive promotions, appropriate schools and utilization assignments.

- *Self-development.* Pervades the other two pillars, and should “stretch and broaden the individual beyond the job or training.”⁸ The importance of self-development increases with leaders’ seniority. As leaders rise in rank, their assignments become increasingly unique, and institutional training does not always fully prepare leaders for what lies ahead. They must also learn from experience and personal study—*self-development*.

The Army’s LDF defines the broad goal for operational assignments—to master leader values, skills, attributes and actions. Unfortunately, there is no Army doctrine that describes a formal process to achieve this goal. Figure 2 describes a theory for leadership development that shows the three pillars’ connectivity.

In operational assignments, “developing” leaders *study* leadership through discussions, observations, reading, education and their own experiences. After gathering information, leaders *learn* by analyzing information and identifying ways to put it to use. Leaders experience the majority of their development when they *practice* what they have learned during duty performance and receive

feedback following that performance. This feedback can come from peers, subordinates supervisors and self-assessment. Feedback provides developing leaders with more information to study, analyze and implement.

Periodically, individuals attend formal education and training. The process described during operational assignments also occurs during institutional training. Students *study* information from readings, instruction and research, gaining additional information and perspectives from their peers. They *learn* through the analysis of information and develop practical applications. Outside a unit, students do not have the opportunity to lead; they must perform leader actions through *simulation*, which could be a case study, practical exercise or role playing. Instructors provide *feedback* to students on what they have learned and how well they applied that knowledge. Additional feedback comes from peers and through self-assessment.

Self-development is not a formal element of leader development, but an integral part of operational assignments and institutional education and training. Institutions and operational assignments are environments that provide information, practice and feedback to developing leaders. Self-development is a *process* during which developing

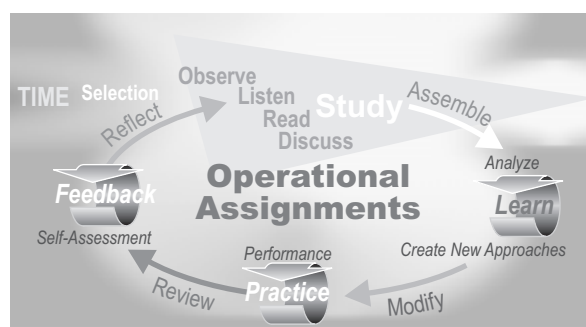


Figure 2. Operational Assignments—Leadership Development.

leaders study, analyze and create applications for new information. This cognitive process does not have to be a drawn-out analysis of information. Rather, it may be as simple as gaining knowledge from not executing something to standard. This cognitive process exists in all conditions—in garrison, school, field and combat. For example, a ranger student acting as a squad leader learns how to interact with exhausted soldiers after having failed a patrol because squad members fell asleep and compromised the unit's security. The motivation and mental ability of each developing leader determines the degree of self-development that occurs during attendance at schools or in operational assignments.

Because the leadership development process occurs along the continuum of time, the process can produce a leader at any given moment. Periodically, the Army considers leaders for leadership positions, promotions and formal education and training. Department of the Army personnel managers and unit *selection* processes ensure leaders benefit from progressive and sequential positions and schooling based on past performance and the evidence of potential for increased responsibility.

Personal Leadership Growth

Individuals manage their own leader development. Leaders who understand and consciously address each LDM component can magnify their own professional growth. For example, individuals who desire to grow professionally and improve their leadership abilities should continually study and learn, find ways to practice and be open to feedback about their performance. Battalion-level and higher commanders should establish programs to create environments that allow individual growth. Supervisors implement the commanders' programs and assist their subordinate leaders' growth. Individual leaders, however, consider their own experiences, think about what they have seen and heard and then modify their own leadership techniques, styles and attributes. Leader motivation and ability to study and learn leadership largely determine how much they develop. Dedicated leadership students find ways to implement what they have learned and are receptive to honest, candid feedback.

Individual study. During operational assignments, leaders have an opportunity to observe other leaders in action. Students learn from observing good and bad leadership. They observe and assess role models' abilities and leader actions to influence, improve and operate. The thorough analysis of other leaders provides developing leaders with new ways to lead others.

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leadership development. Leaders can gain a valuable understanding of subordinate perspectives by listening to soldiers' comments, aspirations and frustrations. Understanding soldiers' points of view can improve a leader's ability to motivate and communicate with his subordinates. A developing leader also gains useful perspectives listening to other leaders describe their experiences, successes and failures. For example, platoon leaders benefit from listening to experienced, competent platoon sergeants.

Readings provide developing leaders with different perspectives, styles and techniques. Reading about leaders in war provides a combat perspective that few experience but all should study. Still, mirroring a successful leader does not create success for another. Developing leaders should analyze what values, attributes, perspectives and experiences influenced historical leaders. For example, a leader's imitation of the flamboyant speech and dress of General George S. Patton would be foolish, but understanding why Patton spoke and dressed as he did might be educational. The same holds true for role models. Leaders learn by analyzing role models, not copying them. It is more important to understand the *why*, not the *what*.

Informal and formal *discussions* of observations provide opportunities to articulate and hone personal understanding. Examples might include conversations overheard in the motor pool, during a meal in the dining facility or at the club. Informal discussions are not social banter but rather focused dialogues about leadership-relevant issues. A supervisor or commander might facilitate more formal discussions, such as a leadership after-action review (AAR) or a leadership *appliqué* to the current AAR.

Reflect and improve leadership. Leaders *assemble* and think about what they have seen, heard, read or done. The final result of the learning process is largely an individual endeavor. Soldiers who have the conceptual skill and motivation to analyze



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information and learn from experiences will continue to grow. Those who do not think about their experiences will stagnate, continue to live in their existing mental models and never fully develop their potential. Leaders should analyze both positive and negative experiences to determine why they succeeded or failed.

After analyzing information and determining what led to specific leader actions or techniques, developing leaders should determine how to use the information in their current and future leadership positions. Although there is no "play book" for leadership, leaders should think about their own experiences, consider how they could have used this additional information and file away the knowledge for future use.

Practice what is learned. The LDP's aim is to create a successful leadership practitioner. *Practice* is the manifestation of the LDP. In this component of development, leaders reinforce the leadership techniques they have found to be successful. When

appropriate, they apply methods modified through study and learning. Leading provides evidence of potential—one's ability to continue to improve and be successful. Additionally, operational assignments provide opportunities to lead allowing leaders to use knowledge gained through formal training and personal study. Operational assignments provide leaders with job-skill training for their current duty positions and exposure to the skills necessary for positions of increased responsibility.

Feedback. Feedback is a critical developmental process element. Leaders' first source of feedback is a review of their own actions. However, leaders cannot objectively evaluate their own effectiveness—good, bad or indifferent. They should consider others' perceptions of them and attempt to reconcile the differences between others' perceptions and their own.⁹ Only through effective feedback can a leader gain insight into these discrepancies. Unfortunately, developing leaders may receive incorrect or incomplete feedback. Leaders should

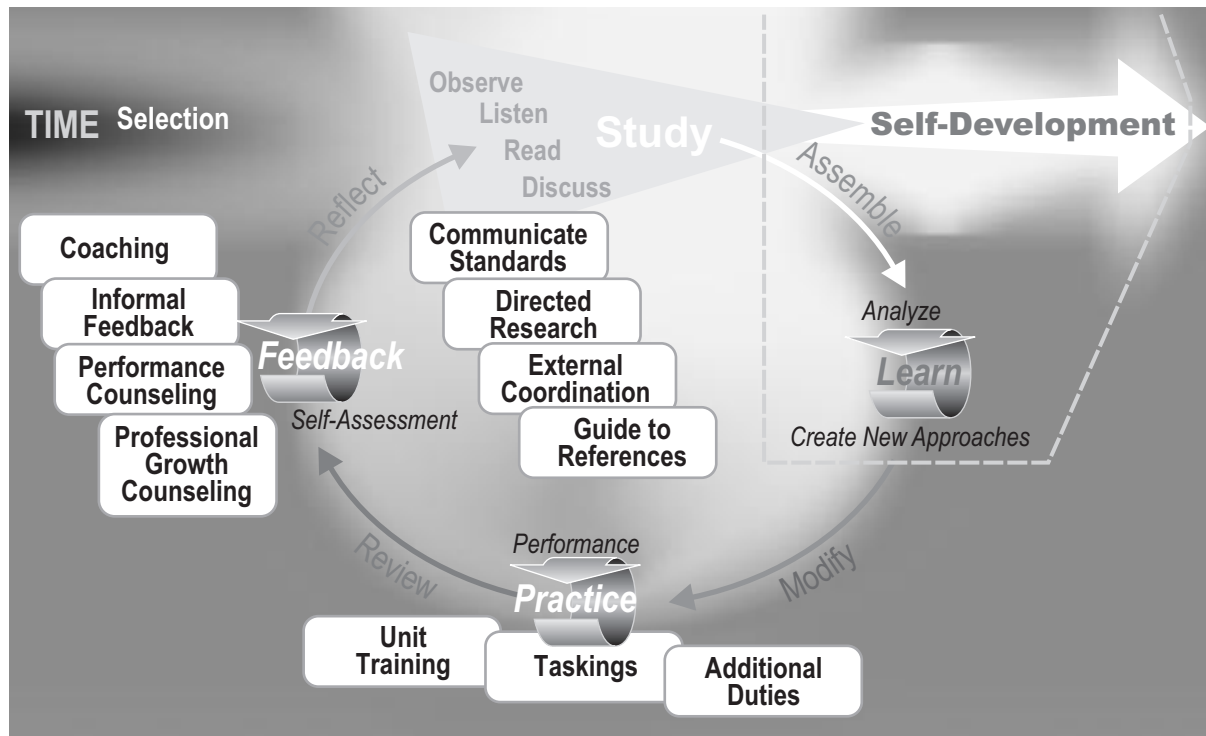


Figure 3. Direct-Level Leadership Development.

seek as much feedback as possible and analyze the information before drawing conclusions about the success or failure of a particular leadership ability. Informal feedback provides nearly immediate information to the leader and should occur frequently and in many places and consists of teaching, coaching and discussing ongoing or impending actions.

Developing leaders should seek feedback from more sources than their supervisors. Peers and subordinates may have different leader effectiveness perceptions than the supervisor's. In the Spring 1998 *Parameters*, Lieutenant General Walter F. Ulmer asserted that "only the led know for certain the leader's moral courage, consideration for others and commitment to unit above self."¹⁰ Currently, there is no formal method for 360-degree assessment. However, a unit climate that promotes candid discussion of leadership development can provide leaders with these various perceptions. In the absence of such an atmosphere, leaders should seek feedback from others and reflect on all available feedback, using the information for continued study.

Simply by watching other leaders perform their duties, soldiers learn leadership everyday. Those who deliberately apply the process—study examples of leadership, reflect on their own experiences, apply lessons learned and seek feedback—become better leaders now and for the future.

Direct-Level Leadership Development

Because they have an explicit responsibility to develop their subordinates, leaders operating at the direct level must mentor them. To be effective, leaders must thoroughly understand their subordinates' strengths, weaknesses and professional goals. Direct leaders coach and counsel subordinates and tailor specific actions to develop them. Supervisors use programs outlined in the organization's LDP as well as day-to-day activities to continually enhance their subordinates' leadership. Direct-level leaders assist their subordinates' study, provide opportunities to practice what they have learned and ensure feedback is timely, accurate and useful. The model in Figure 3 shows the various ways a leader may influence a subordinate's leadership development.

Study. Supervisors communicate expectations and establish standards. If available, they may guide subordinate leaders toward references such as doctrinal publications or subject-matter experts (SMEs). Within the context of organization-level programs, supervisors may direct specific readings or research that they believe to be applicable to the leader's current job or future assignments. Supervisors may also require developing leaders to present briefings or classes, which can focus soldiers' study and ensure they derive appropriate lessons. Leaders should initiate and facilitate discussions of relevant topics,

such as leadership, unit climate or soldier retention.

Leaders increase subordinates' knowledge of various systems by requiring them to conduct external coordination. For example, a junior armor officer's understanding of maintenance systems will improve as a result of coordination with the forward support battalion's (FSB's) maintenance company. Likewise, a squad leader will learn about casualty evacuation procedures if tasked to coordinate medical support for a live-fire range. As mentioned earlier, the learning process depends on the individual's motivation, mental attributes and conceptual skills as he thinks about information and formulates practical applications. Although supervisors provide information for consideration, they cannot directly influence what leaders learn from it. Consequently, each subordinate may draw different conclusions from the data, thereby learning different lessons.

Practice. Leaders can assist subordinates in the "practice component" by influencing the tasks given to subordinates. Similarly, supervisors consciously provide opportunities for developing leaders to prac-

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tice what they learn. Direct leaders must consider the developmental aspects of duties, taskings and assignments. They observe subordinate leaders as they execute their duties that require them to use leadership dimensions previously identified as needing improvement.

Leaders operating at the direct level execute organizational training plans. During training, developing leaders have an opportunity to use what they have learned and to gather additional information and experience to continue to develop. Supervisors are mindful of leader tasks included in training events and groom subordinates for success. Supervisors may also use taskings to reinforce strengths or remediate weaknesses. Taskings such as instructing physical training (PT), acting as jumpmaster for an airborne operation or leading a quartering party provide opportunities to lead. Leaders may have subordinates instruct PT to improve confidence, perform as jumpmaster to reinforce technical skills or lead a quartering party to enhance initiative, problem solving or tactical skills.

Mentoring leaders measure subordinates' leader-

ship improvement and observe the effect of their own coaching, counseling and training. They observe and assess subordinate leadership strengths and weaknesses, coach them as necessary and formulate feedback.

Feedback. The supervisor provides the leader with coaching and feedback during and after tasks, assignments or duties. Feedback may be informal or formal, but most feedback to developing leaders is informal. Direct leaders base informal feedback on personal observation and assessment. Developmental counseling is formal feedback.

Supervisors base feedback on observation and assessment. Assessments are objective judgments of subordinate performance using known standards. Leaders use assessments to determine, from performance, the proficiency and potential of their subordinates. Assessments should be nonthreatening, unbiased and uninflated. Using observation and assessment, supervisors determine subordinate leaders' strengths and weaknesses. Leaders communicate their assessments through informal and formal feedback.

One aspect of professional counseling provides a leader with feedback on job performance during a specific period and adjusts developmental goals previously established. However, counseling does not dwell on the past. Rather, it should be future-focused to overcome weaknesses identified during the period.

Another aspect of professional growth counseling is identifying and planning short- and long-term goals. Superiors conduct professional growth counseling to help subordinates become better leaders. During professional growth counseling, senior and subordinate leaders discuss areas of strengths and weaknesses and courses of action to either sustain or improve those areas. The supervisor guides the leader's "studying" by recommending readings and research. He uses his authority to provide the leader with opportunities to practice lessons learned, take advantage of strengths and overcome weaknesses. The supervisor rejuvenates the developmental process by providing follow-on feedback and continued recommendations for growth.

A developmental action plan (DAP) formalizes the developmental counseling process. Lieutenants and warrant officers use the Junior Officer Development Support Form for developmental action planning. Direct leaders and subordinates list strengths and weaknesses, then create a plan to overcome identified weaknesses. Leaders will soon conduct professional growth counseling on a new developmental counseling form that the Center for Army Leadership is testing.

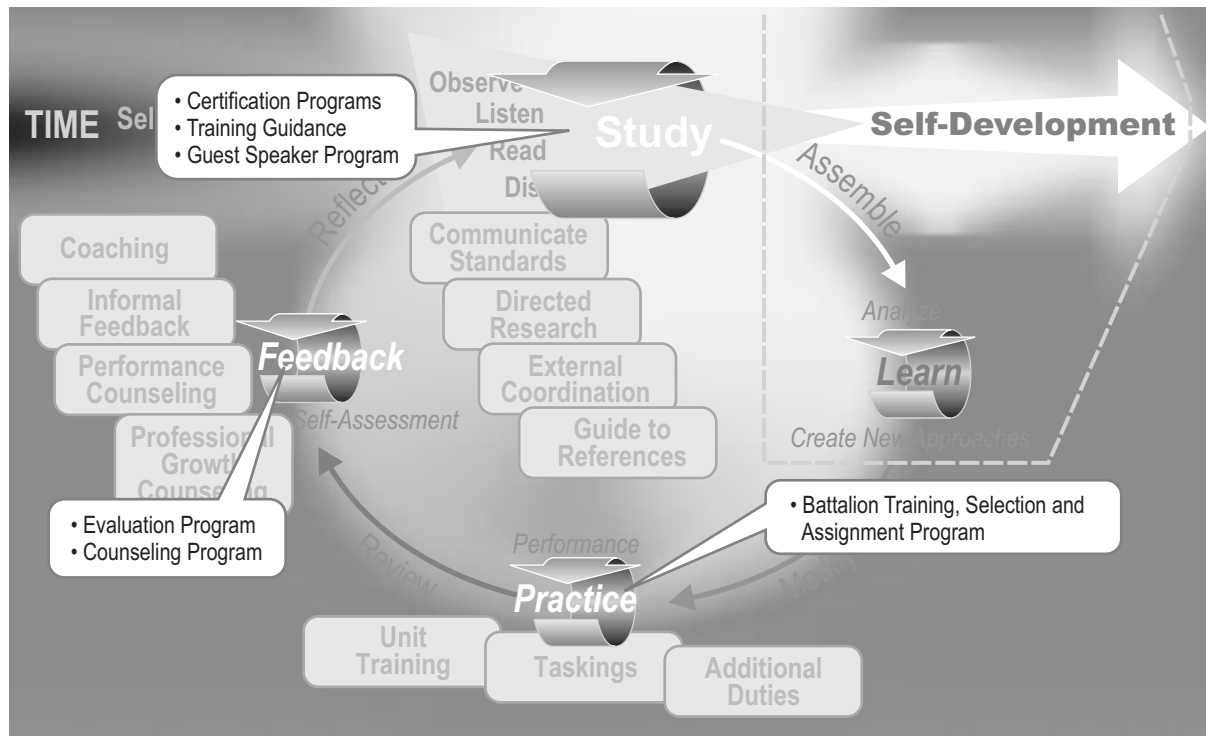


Figure 4. Battalion Leadership Development Model.

Supervisors who mentor their subordinates will have a profound impact on the latter's development. They provide role models and present subordinates with additional information for self-development. They provide opportunities for leaders to practice, and coach them through performance of their duties. They mentor through frequent informal feedback and timely, proactive formal counseling to regularly inspire and improve their soldiers.

Organizational-Level Leadership Development

Battalion commanders and other leaders operating at the organizational level create and implement a unit LDP to improve all unit leaders. Leaders at the direct level use the unit LDP to guide their actions to develop individual subordinate leaders. There are various programs that organizational-level leaders can use to address the development process—study, practice and feedback. Only by combining these individual programs into a comprehensive unit-wide LDP can commanders effectively develop their subordinate leaders.

Battalion commanders operate in two domains of leadership—direct and organizational. At the direct level, they develop their immediate subordinates, including the executive officer, company commanders and principal staff officers. At the organizational level, battalion commanders develop the programs

that affect all leader's development by designing a system that influences each LDM component shown in Figure 4.

A battalion's command climate reflects the commander's attitudes and priorities and must promote Army values and foster the warrior ethos encouraging learning and promoting creative performance. Likewise, commanders should create cohesive teams, recognize mistakes as opportunities to learn and reward leaders of character and competence. If commanders want to promote leader development, they should shape the climate by encouraging specific attitudes, policies and actions.¹¹ Additionally, command climate surveys and externally facilitated sensing sessions are two means to assess unit climate.¹² The aggregate effect of a battalion commander's programs should create the desirable climate for leader development.

Study. Battalion commanders should develop programs that enhance the leader development study element to ensure leaders are trained for current assignments, exposed to a variety of perspectives and prepared for future positions. Most organizations have officer and NCO LDPs. However, these programs are often ineffective because leaders view them as comprehensive LDPs although they only address one component—study. There are many more programs a battalion commander may implement to amplify the LDP study portion, and they

Commanders employ various programs to accomplish goals and objectives. The LDP is an overarching document that provides the connectivity between various specific programs and other existing programs that affect leadership growth. These programs must address the LDP's three components—study, practice and feedback.

should be mindful of LDP processes and objectives.

Rigorous leader certification or “check-ride” programs can instill pride, boost self-confidence and ensure leaders have requisite job skills. Units with the best LDPs invariably have certification programs. Through these programs, commanders can cause developing leaders to study critical leadership skills and demonstrate certain leader attributes and values. Commanders provide leadership development guidance in the Quarterly Training Guidance (QTG). The focus for leadership development should complement the QTG’s emphasized mission essential task list (METL) tasks. Direct leaders use the QTG to direct subordinate study and training.

Other programs that enhance the study component may include guest speakers, directed readings or “ride-alongs.” A guest speaker program that includes veterans and support agencies, such as the American Red Cross, Directorate of Community Activities and Directorate of Logistics, among others, provides developing leaders with the insight gained through others’ experiences and knowledge. Organizational reading programs could give subordinate leaders the perspective of leading in combat and imbue the importance of values and leadership attributes. Commanders can create “ride-along” programs to allow leaders to observe peers in tactical situations. Such a program could provide leaders with opportunities for observer/controller (O/C) “ride-alongs” at a combat training center or while acting as an O/C at home station.

Practice. The objective of any organizational-level LDP must be to produce confident, competent warfighters. The culmination of leadership development occurs within the practice component. Battalion commanders significantly impact this LDM component. Soldiers learn best by doing—leaders learn best by leading. Commanders operating at the organizational level should create the programs that provide leaders with opportunities to lead.

Commanders can use their unit training program to develop leadership by emphasizing certain leadership skills assessed as needing improvement in

much the same way they plan collective training to address unit-level weaknesses. As commanders plan training, they should consider each event’s developmental potential. Unit METL training provides opportunities for developing leaders to lead and practice what they have learned. Commanders should craft programs requiring training-event AARs to discuss leadership observations and lessons learned.

A program that requires leaders to prepare and rehearse prior to a collective training event could improve unit training quality. Ultimately, leaders would be competent and confident in their own abilities and could more efficiently train their soldiers. A battalion commander could modify the unit’s training schedule to provide leaders time to prepare for training. For example, a commander may institute a policy that requires soldiers be released at 1500 so leaders could use the balance of the duty day to prepare, coordinate and rehearse the next day’s training.

Commanders should implement programs that train leaders on specific skills or attributes. For example, as part of the unit’s LDP, commanders may require all leaders to be jumpmaster-qualified, conduct monthly 20-mile road marches or be licensed/certified on specific equipment. These programs produce trained leaders with the attributes and skills necessary for success.

Battalion commanders may implement programs for the selection and assignment of leaders. Duty assignments allow developing leaders to practice what they have learned and gain additional experience. Battalion commanders select and assign leaders based upon their proven abilities and potential to continue to perform well. Assignment programs that reward individual learning and motivation will help establish a climate where leader development is important.

Feedback. To enhance the leader development feedback component, battalion commanders should establish and implement programs that encourage informal feedback and require formal developmental counseling. Commanders can cause their unit climate to encourage informal feedback. When personally operating in the direct mode, they should provide abundant informal feedback to immediate subordinates. By modeling “desired feedback” and rewarding similar action by subordinate leaders, commanders will demonstrate how to provide informal feedback to junior leaders. Operational commanders should also design programs that require formal feedback, with documented developmental counseling and supported, candid evaluations to ensure the Army selects leaders with demonstrated

competence and potential for promotion and schooling.

The LDM components and the organizational programs that address those components are elements of larger systems. For example, the LDM's feedback component is part of the larger system that selects NCOs and officers for promotion and schooling. This particular system consists of selection, education, assignment, training, coaching, feedback, counseling and evaluation. Leaders operating at the organizational level must consider a broad systems perspective as they develop a LDP.

The LDP

Battalion commanders should describe how they intend to deliberately influence the leader development process through a comprehensive LDP. The LDP should describe the leader development focus, program goals and objectives and programs to achieve those objectives. As Figure 5 shows, commanders may achieve some objectives through study, practice or feedback. The commander then creates programs within each component to achieve the LDP goals and objectives. The aggregate impact of these programs is effective organizational leadership development.

Focus. Before developing an LDP, commanders should determine the organization's specific developmental needs. Commanders should analyze their unit's mission, equipment and long-term schedule to determine specific requirements. Commanders should also consider their leaders' battalion experience and competence. Based on this assessment, each commander then develops an LDP focus. Commanders should ensure that unit leaders are capable of leading their soldiers to fight and win in combat and have demonstrated necessary leadership abilities to succeed within their career fields. For example, an FSB commander may determine that his LDP focus is to "prepare leaders in the battalion to support a maneuver force in any environment."

Goals and objectives. In an LDP, commanders should clearly articulate their LDP goals and objectives for leadership development. They can use goals and objectives to communicate specific responsibilities for subordinate commanders and leaders operating at the direct level. The goals and objectives should address all facets of leadership, including values, attributes, skills and actions. Goals—usually not measurable—provide purpose and direction for direct-level leaders.

Goals:

- Ensure tactical competence of all leaders.
- Fully inculcate Army values.



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Units with the best LDPs invariably have certification programs. Through these programs, commanders can cause developing leaders to study critical leadership skills and demonstrate certain leader attributes and values.

- Improve conceptual skills to manage increased data and make faster, better-informed decisions.
- Retain interpersonal skills on a dispersed battlefield.
- Ensure top physical fitness to sustain fast-moving, continuous operations.

Objectives, which support program goal achievement, are measurable.

Objectives—all leaders:

- Should ensure that the unit's equipment undergoes preventive maintenance checks and services up to company level.
- Conduct quarterly professional growth counseling.
- Analyze combat service support requirements within a mission.
- Are certified on communication equipment.
- Conduct a 12-mile road march monthly.

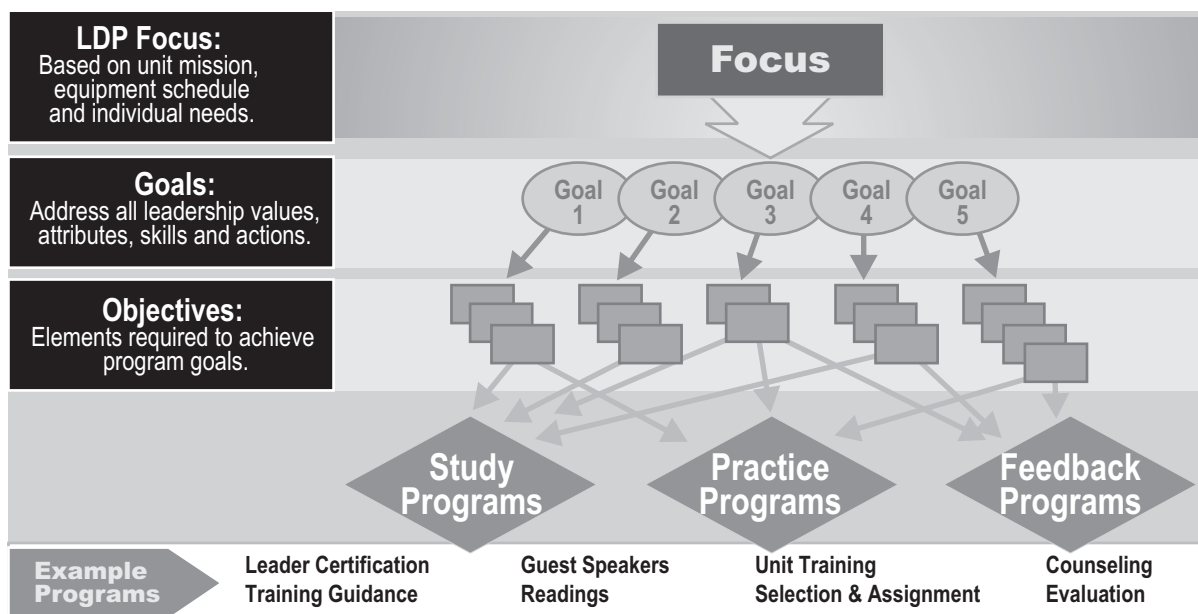


Figure 5. Leadership Development Program Goals, Objectives and Programs.

- Score a 250 or higher on the Army Physical Fitness Test.
- Run 15 miles per week.

Because these goals and objectives are not all-inclusive, commanders' goals will require extensive knowledge of each unit leaders' capabilities, unit equipment, long-term training plan and mission. Likewise, goals and objectives should address all leadership values, attributes and skills.

Programs. Commanders employ various programs to accomplish goals and objectives. The LDP is an overarching document that provides the connectivity between various specific programs and other existing programs that affect leadership growth. These programs must address the LDP's three components—study, practice and feedback. In fact, the commander may establish a leader certification program that deliberately influences the study component of leadership development by requiring leaders to:

- Demonstrate their ability to operate and maintain appropriate equipment.
- Facilitate a class on a selected Army value.
- Conduct a 12-mile road march in 3 hours.

The same commander may influence the practice component of leadership development by using quick decision exercises in the battalion training plan to enhance field-environment decision making and interpersonal skills.

LDP Characteristics

The LDP should adapt to changing unit needs and the leaders being developed. The commander

should assess the LDP periodically to adapt it to unit METL changes and respond to the changing needs of individual leaders. Perhaps a leadership panel composed of the battalion commander and command sergeant major (CSM), operations officer and several company commanders and first sergeants could meet quarterly to review LDP goals, objectives and programs. The review could look at goal validity, how the objectives are being met and better methods to develop leaders.

Battle focused. Since leadership is the most critical element of combat power, the LDP should focus on leaders' abilities to train, deploy and lead units in combat. Commanders should also look to the future and systematically develop skills and attributes successful leaders require in follow-on assignments.

Comprehensive. LDPs *should* include more than tactical and technical competence. Although these skills are essential, a program to fully develop leadership potential should enhance conceptual and interpersonal skills, build physical, mental and emotional attributes and clarify and enrich the expected values for leaders of character. An LDP should provide information to study, opportunities to apply it and feedback to assess all leadership dimensions.

Inclusive. The LDP should apply to all leaders in the battalion—from the newest corporal to the battalion commander and CSM. Regardless of the level of expertise and experience, leaders must continue to develop in a climate that emphasizes continual development for all ranks and positions.

Supportive. The LDP should recognize and,

when possible, accommodate individual developmental goals. The chain of command should support individual goals identified in DAPs whenever possible. Leaders will more likely commit to unit goals that also satisfy their personal goals. There are several other LDP developmental factors that commanders should consider:

- New leaders assess the unit climate upon reporting to the unit. The attitude of a sponsor can quickly set the tone for the battalion's environment. A commander should reinforce a command climate that promotes individual leader development through sponsorship, reception and integration programs.

- SMEs can assist in leadership development. When leaders show special knowledge or experience, they become more confident and their subordinates respect them more. Commanders can develop SMEs by assigning junior leaders to teach classes, take responsibility for additional duties, research and brief a topic to a peer group or support an exercise away from the parent battalion.

- Broader perspectives improve leader conceptual skills and improve interpersonal and communication skills. New jobs, professional organizations, adventure experiences, role playing and community involvement all provide unique opportunities to either practice leadership in different environments or observe other forms of leadership.

Every leader has a professional responsibility to continually develop. The commander's obligation to maximize his battalion's combat power is a compelling reason to deliberately develop leadership abilities throughout the unit. Commanders should plan and execute subordinate leadership development—it must transcend more urgent, but less critical day-to-day operations. Leader development has implications far beyond those weekly, monthly or yearly events.

At the individual level, all leaders should continually seek information to study, and learn new techniques from that information, practice those new techniques and seek feedback on their performance. At the direct level, leaders assist subordinates by jointly designing DAPs that provide relevant infor-

The LDP's aim is to create a successful leadership practitioner. Practice is the manifestation of the LDP. In this component of development, leaders reinforce the leadership techniques they have found to be successful. When appropriate, they apply methods modified through study and learning. Leading provides evidence of potential—one's ability to continue to improve and be successful.

mation for learning, opportunities to use what they learn and providing various forms of performance feedback. Organizational commanders' programs to achieve developmental goals and objectives should address the LDM's three components.

The institutional and operational assignment environments provide student leaderships with information for their respective development. The individual's motivation and conceptual ability determine how much is actually learned. The leader's duty performance reflects this ability to learn and indicates potential for increased responsibility. Evaluations are conducted in both environments and provide a tool for selection and assignment to progressive assignments. The development of subordinate leadership is an imperative shared by the leader, direct supervisor, commander and the Army. There is no greater or longer-lasting contribution a supervisor or commander can make to improve his unit and shape the Army's future. **MR**

NOTES

1. Quote attributed to GEN Dennis J. Reimer, US Army Chief of Staff.
2. US Army Field Manual (FM) 100-5, *Operations* (Washington, DC: Government Printing Office [GPO], June 1993), 2-11, describes leadership as the most essential dynamic of combat power.
3. These various programs were gathered through extensive discussions with the Center for Army Leadership members and leadership instructors at the US Army Command and General Staff College and students of the Command and General Staff Officer Course.
4. For more extensive readings on adult learning, see James R. Kidd, *How Adults Learn* (Association Press, 1959) and K. Patricia Cross, *Adults as Learners* (Jossey-Bass Publishers, 1981).
5. Department of the Army Pamphlet 350-58, *Leader Development for America's Army* (Washington, DC: GPO, October 1994), 1.7.a.
6. *Ibid.*, 6.
7. *Ibid.*, 6.
8. *Ibid.*, 7.
9. MG Perry Smith, "Learning to Lead," *Marine Corps Gazette*, January 1997, 34.
10. LTG Walter F. Ulmer Jr., "Military Leadership into the 21st Century: 'Another Bridge Too Far?'" *Parameters*, Spring 1998, 16.
11. *Ibid.*, 10. Ulmer addresses senior leaders' influence of organizational climates through their values, insights, skills and behaviors.
12. The Army Research Institute website (www-ari.army.mil)—Surveys & Data contains unit climate survey forms and analysis tools.

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